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ABSTRACT

The purposes of this study were to redefine, through further experimentation, previously developed instruments measuring bidialectal proficiency; to measure any possible developmental trends in bidialectal proficiency; and to establish the relation of proficiency in black standard English (BSE) and black nonstandard English (BNSE) to other measurements of reading and/or language ability. In order to assess developmental trends, the experiment was conducted with kindergarteners (20 subjects), first graders (23 subjects), third graders (24 subjects), and sixth graders (24 subjects). The results of the study are presented in both narrative and table form. (RB)

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Research and Development Memorandum No. 137

DEVELOPMENTAL ASPECTS OF PUPIL PERFORMANCE ON BIDIALECTAL TESTS

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Introductory Statement

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- Exploratory and Related Studies

This study is part of a continuing effort to devise tests capable of measuring children's proficiency in two speech varieties.

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Abstract

As part of a continuing effort to develop a battery of tests capable of assessing the bidialectal proficiency of Black children, Discrimination, Repetition, and Production tests in Black standard and nonstandard English (BSE and BNSE) were administered to Black elementary school children. There were two groups of subjects, one consisting of kindergartners and first graders (N=43) and one consisting of third graders and sixth graders (N=48). An attempt was made to administer the Discrimination Test to all grades, whereas the Repetition Test was administered only to grades K and 1 and the Production Test only to grades 3 and 6. All three tests had been administered previously; the Repetition and Production tests were revised for this investigation.

The independent variables were grade, sex, and, for grades 3 and 6 only, test directions for the Production Test (explicit vs. implicit). The dependent variables were test scores and difference scores (i.e., the difference between performance on the standard and nonstandard Production and Repetition Tests), the latter indicating the speech variety in which the subject was more proficient. Two scoring procedures were used for the Production Test: the first scored specific grammatical responses as correct; the second scored dialect-appropriate responses as correct.

The reliability (Cronbach α) of the tests was as follows: Discrimination, .81; Repetition BNSE, .40; Repetition BSE, .75; Production BNSE, first scoring procedure, .50, second scoring procedure, .48; and Production BSE, first scoring procedure, .62, second, .69.

Significant intercorrelations among the three tests were as follows: (a) positive between the two scoring procedures of the Production Test ($p < .01$); (b) negative between achievement on the two versions of the Production Test ($p < .05$); (c) positive between Discrimination proficiency and performance in BSE as measured by the Production Test ($p < .05$); (d) negative between Discrimination proficiency and performance in BNSE as measured by the Production Test ($p < .01$); (e) negative between Discrimination proficiency and the two difference scores ($p < .05$, $p < .01$).

The administration of the Discrimination Test in grades K and 1 was unsuccessful, possibly indicating the inapplicability of the test at these levels. A significant improvement in ability to discriminate was shown from grade 3 to grade 6 ($p < .05$). The Repetition Test scores show a slight developmental trend--i.e., first graders did better than kindergartners in both BNSE and BSE. Significant developmental trends were shown by the Production Test: BSE scores improved from grade 3 to grade 6, BNSE scores declined from grade 3 to grade 6, and the sixth-grade pupils showed a tendency toward imbalance in favor of BSE.

Test directions were a significant source of variance ($p < .10$) for the BNSE Production Test (second scoring procedure). Sex was also a significant source of variance for grades 3 and 6 ($p < .05$).

Scores on the test battery were correlated with scores on the following standardized reading and language tests: (1) the Tests of Basic Experience: Language; (2) the Cooperative Primary Tests: Reading; and (3) the Comprehensive Tests of Basic Skills: Reading and Language. There was a significant negative correlation between reading scores and difference scores ($p < .01$, $p < .05$). This finding generally coincides with previous findings (see Politzer & Brown, 1973; Politzer, Hoover & Brown, 1973). However, the present study also shows a significant negative correlation between reading scores and BNSE proficiency scores ($p < .01$, $p < .05$).

The notion of a balance number is suggested as a more precise indicator of bidialectal proficiency than the difference score.

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DEVELOPMENTAL ASPECTS OF PUPIL PERFORMANCE ON BIDIALECTAL TESTS

Dwight Brown, Shirley Hicks, Shirley Lewis, and Robert L. Politzer

Purpose

This report is part of a continuing research effort aimed at the development of tests to measure the language ability of Black children in two speech varieties, Black nonstandard English (BNSE) and Black standard English (BSE). Black nonstandard English is the speech variety marked by various phonological and grammatical features widely discussed in the mushrooming literature concerning "Black English" (e.g., see Fasold & Wolfram, 1970, for a summary). Black standard English is the speech variety which uses practically all the grammatical features of "network English," but which is still identifiable as "Black" by intonation patterns and a few other phonological phenomena (for further definition see Taylor, 1971).

The research reported here had three purposes: (1) to refine, through further experimentation, previously developed instruments measuring bidialectal proficiency, (2) to measure any possible developmental trends in bidialectal proficiency, and (3) to establish the relation of proficiency in Black standard English and Black nonstandard English to other measurements of reading and/or language ability.

Subjects

In order to assess developmental trends, the experiment was conducted with kindergartners (20 subjects) and first (23 subjects), third (24 subjects), and sixth graders (24 subjects). There were 46 girls and 45 boys. All subjects were students in the Ravenswood City School District in East Palo Alto, California. The district's population is predominantly Black, and all subjects reported about in this study were Black. A few non-Black pupils were also given the tests used in this experiment, but

their scores are not reported. A previous study (Politzer & Brown, 1973) had already documented the not too surprising result that non-Blacks do not perform as well as Blacks in BNSE tasks.

Testing occurred in March 1974.

Instruments

Discrimination Test

The only instrument intended to be administered to all subjects regardless of grade was the Black Standard/Nonstandard English Discrimination Test. This test is identical with section B (grammar) of a previously developed test (Standard Discrimination Test, Politzer & Hoover, 1972; reproduced in Appendix A). The test contains 17 pairs of contrasting utterances (one BNSE, one BSE). It is scored as a 34-item test for correct identification of standard (formal, "school talk") vs. nonstandard (informal, "playground talk") utterances.

All test items were recorded by a bidialectal speaker, and it had been planned to administer the test via tape recorder. When the quality of the tape proved inadequate, despite prior testing, it was decided that the test administrators would read the test to the subjects. This decision seemed to be justifiable since the readers were bidialectal Blacks and since all the test items are based on grammatical rather than phonological differences, even though for some test items (e.g., those involving final consonant deletion) grammar and phonology are inseparable.

The administrator read each of the 34 sentences and the subjects indicated whether the statement was "school talk" or "playground talk" on their answer sheets. (These two labels correspond to the labels "formal" and "informal," respectively, which were used in the test administered to third and sixth graders.)

Repetition Test

To measure proficiency in BNSE and BSE speech, a slightly revised version of a previously developed test (Politzer, Hoover, & Brown, 1973) was used in grades 3 and 6. The test is based on two parallel stories, one in BSE and the other in BNSE. In each story sentences containing specific grammatical features in BSE and BNSE are to be repeated by the subject immediately after the subject hears each sentence. In the BNSE

version of the test, correct repetition of the BNSE feature is counted as correct; in the BSE version, correct repetition of BSE without intrusion of BNSE is evaluated as a correct answer (see Appendix B for stories and answer sheets).

Both versions of the story were recorded on tape and administered via recording by Black test administrators who also recorded the student's response.

Production Test

For measurement of BNSE and BSE production in grades 3 and 6, a revised version of another previously developed test (Politzer & Brown, 1973) was employed. The revised Production Test consists of two parallel versions of sets of individual discrete items (BNSE and BSE), and it relies on a combination of verbal and pictorial stimuli designed to "force" the subject to produce a specific grammatical feature distinguishing BSE from BNSE.

In the BNSE version of the test it is the presence of nonstandard features which accounts for a correct score; in the BSE version it is their absence. However, the 20-item parallel tests can be scored in two ways: In one scoring system the answer is counted as correct only if the particular grammatical feature for which the test item was constructed appears appropriately in the student's response. In the other scoring system, any response void of any nonstandard grammatical feature is accepted as correct in the BSE version, and any response containing any nonstandard grammatical feature is scored as correct in the BNSE version. (The desired responses in both speech varieties are in Appendix C.)

Verbal stimuli for both test versions were recorded on tape, and the test was administered via recording by Black test administrators. The pictorial stimuli were two sets of 20 black-and-white drawings, each set of which complemented the 20 items in one of the two test versions. The student was shown the drawings in numerical sequence, simultaneously viewing a drawing and listening to its accompanying verbal cue. The student then responded verbally, and his response was recorded on the answer sheet by the test administrator.

Independent Variables

Since the main goal of the study was to detect developmental trends, the main independent variable was, of course, grade level. In addition the study was concerned with determining whether there were sex differences in bidialectal abilities. On the Production Test given in grades 3 and 6, an additional variable, explicit vs. implicit test directions, was introduced. In the implicit treatment, pupils were not told to respond in any particular speech variety, and the language of the verbal stimuli was the only cue to respond in either BNSE or BSE. At both grade levels the explicit treatment was preceded by the same brief tape-recorded explanation of the speech variety ("formal" or "informal") that the student was expected to use.

Results

Test Reliability

Table 1 shows the mean scores, standard deviations, and test reliability (Cronbach α) obtained for all instruments used in the study. The reliability of the BNSE version of the Repetition Test (Cronbach α .40) was about the same as that which had been obtained in a previous administration before revision of the test (Cronbach α .49); the reliability of the BSE version of the same test was improved from .43 to .75 (cf. Politzer, Hoover, & Brown 1973, p. 7).

The Discrimination Test previously had not been administered below grade 2 (Politzer & Hoover, 1972) and the attempt made to administer it to grades K and 1 was a failure. Test administrators reported that practically all kindergarten subjects and the majority of first graders simply did not seem to understand any type of explanation of the two speech varieties involved; nor did they have the patience and attention necessary to complete the 17 pairs of items.

The Production Test was scored according to the two scoring procedures outlined above: The scores reported as BNSE[1] and BSE[1] were obtained by

TABLE 1

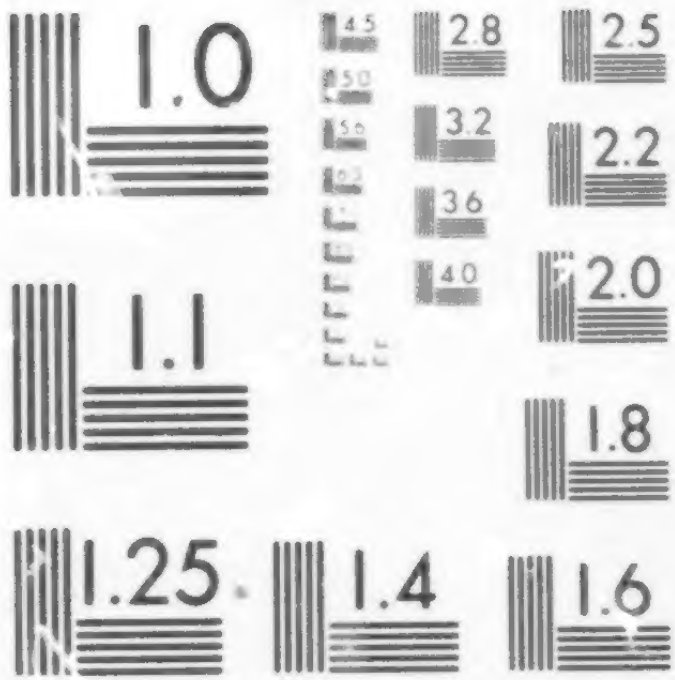
Means, Standard Deviation, and Test Reliability (all tests and grades)

Test	N	Mean Score	S.D.	Reliability (Cronbach α)
Kindergarten and Grade 1				
Repetition (BNSE)	40	14.68	1.86	.40
Repetition (BSE)	40	12.78	3.25	.75
Discrimination	11[a]	18.27	1.62	-2.49
Grades 3 and 6				
Production ($BNSE^1$)	45	8.42	2.63	.50
Production ($BNSE^2$)	45	10.49	2.73	.48
Production (BSE^1)	45	13.29	2.93	.62
Production (BSE^2)	45	13.53	3.28	.69
Discrimination	40	21.98	5.89	.81

Note: Numbers 1 and 2 by BNSE and BSE indicate first or second scoring procedure.

[a] Only 11 of the 43 subjects produced usable tests.

judging the response only according to the appropriate inclusion of the specific grammatical feature for which an item was constructed; the scores reported as $BNSE^2$ and BSE^2 were based on the appropriateness of the complete response. The reliability coefficients for both scoring procedures for the BSE version of the test (.62, .69) were approximately the same as those obtained for previous administrations (.66, .70, cf. Politzer & Brown, 1973). The revision of the test did raise the reliability of the BNSE version from .13 and .25 (Politzer & Brown, 1973) to



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

.50 and .48. The reliability of the Discrimination Test, which had not undergone any revision, remained high for grades 3 and 6; previous reliability (Cronbach α) for Black students was .73 (Politzer & Hoover, 1972, p. 17).

Intercorrelations of Instruments

The correlation between results obtained by the two scoring procedures of the Production Test was quite high: .89 for BNSE and .85 for BSE. Because in some cases scoring according to the first procedure is affected by the failure of the pictorial and verbal stimuli to trigger the desired grammatical construction (see Table D-4 in Appendix D), the second scoring procedure, which judges the appropriateness of the total response, seems to lead to a somewhat more valid way of judging a subject's performance on the test and will be relied on in further discussion.

Correlating the test scores (Table 2) shows that achievement in the two speech varieties correlates negatively (-.43** for grades 3 and 6 on Production; -.10 for grade 1 on Repetition). A difference score, obtained by subtracting the BSE from the BNSE score, measures imbalance in favor of BNSE and therefore correlates positively with BNSE and negatively with BSE. (Table 2 reports only the difference score obtained by the second scoring method.) Significant correlations of the Discrimination and Production Test scores show a positive relation between discrimination and production in BSE (.36**) and a negative relation between discrimination and production in BNSE (-.36**). There is also a significant correlation between discrimination and the difference score (-.42**).

**$p < .01$

TABLE 2

Intercorrelations of Test Scores

Kindergarten and Grade 1	Repetition (BNSE)	Repetition (BSE)	Difference Score
Repetition (BNSE)			
Repetition (BSE)	-.10 (N=43)		
Difference score	.63** (N=43)	-.84** (N=43)	
Discrimination	.16 (N=11)	.18 (N=11)	-.09 (N=11)
Grades 3 and 6	**Production ($BNSE^2$)**	**Production (BSE^2)**	**Difference $Score^2$**
Production ($BNSE^2$)			
Production (BSE^2)	-.43** (N=45)		
Difference $score^2$	.83** (N=45)	-.86** (N=45)	
Discrimination	-.36** (N=40)	.36* (N=37)	-.42** (N=37)

Note: Discrimination Test not administered in kindergarten.

*p < .05
**p < .01

Item Difficulty

Appendix D includes the item analysis for all tests used in this study. For each item the tables indicate the item difficulty (percentage of correct answers) as well as the item reliability (correlation of responses on individual items with performance on the entire test). A few comments concerning some of the least difficult and most difficult items and items with very low or negative reliability are in order.

On the Discrimination Test, item No. 1 (about ten dollars vs. around about ten dollars) turned out to be not only the most difficult but also the one with highest negative reliability. This may be due to its position as the first item on the test or, conceivably, to the fact that about as a quantifier is considered informal.

On the BNSE Repetition Test three items (No. 4: was; No. 10: Master crazy; No. 12: Why he..., with deletion of copula) were not missed by a single student. The most difficult item--in other words, the one turned most readily into BSE--was No. 8 (High John say), which became High John says[+] for more than half of the students. On the BSE test two items, namely No. 3: John Henry and No. 10: boss is crazy were reported correctly by all students. Perhaps for item No. 3 the BNSE version (High John he) is not likely to appear in a BSE repetition task simply because it would involve the optional addition of an element not contained in the stimulus sentence.

The most difficult BSE items on the Repetition Test, in other words those showing heaviest intrusion of BNSE, were No. 6: John Henry's boss (turned into John Henry boss[+] by more than half of the subjects), and No. 11: wants (rendered as want[+] by a majority). Next in difficulty were two items of equal difficulty, No. 9 (himself turned into hisself[+]) and No. 18 (nobody...anybody changed to don't nobody...nobody), and No. 15 (their changed to they). On the BNSE Repetition Test there were also some items with negative reliability: No. 9 (hisself), No. 15 (they for their), and No. 16 (me for myself). The negative reliability of item No. 16 may be due simply to the relative lack of familiarity with the construction employed. Hisself and they (for their) were probably subject to much correction by classroom teachers, which could account for the negative reliability. Subjects who do well on BNSE as a whole are more likely on these items to substitute the standard forms himself and their.

A discussion of item difficulty on the Production Test must take into consideration not only the data concerning percentage of correct responses (Table D-3) but also the number of instances in which the

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[+]Or an appropriate grammatical equivalent.

expected grammatical construction was elicited (Table D-4). Only if the percentage of elicitation of the expected construction is very high can item difficulty be associated with that construction. Thus, for item No. 6 on the BNSE Production Test (expected construction elicited in 98 percent of all cases) we can indeed state that the vast majority of students used the BSE They are+ instead of They (be) playing. Also for items No. 8, 14, and 17 (percentage of expected construction 96, 73, and 89 respectively) the expected grammatical construction of BNSE was evidently not produced by the vast majority of students. For item No. 8 the expected construction was the deletion of the plural marker with nouns used with numbers; for item No. 14 it was the comparative more longer (or more long); and for item No. 17 it was the deletion of the third-person marker.

The most difficult item on the BSE test was No. 12: drank, for which a BNSE past formation (drunk+) was used by most students. Next in difficulty came items No. 4 (has/is playing) and No. 5 (he plays/is trying) in which BNSE third-person forms (have for has; copula deletion; -s deletion) were used.

In general, the expected response or responses occurred in the vast majority of all cases with all test items. The items that functioned most poorly in eliciting expected constructions were Nos. 20, 18, and 3. The stimuli for item No. 20 generally produced neither the hoped-for future construction nor the alternative expectation of the third-person singular. Only in 69 percent (BNSE) and 64 percent (BSE) of all cases did responses to item No. 18 contain the expected where (is) type of question. Only 56 percent (BNSE) and 62 percent (BSE) of all students were led to a negative statement by a description of a boarded up, uninhabited house in item No. 3.

Sources of Variance

Kindergarten and first-grade experiment. Table 3 summarizes the mean scores and standard deviations for all tests administered at

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+Or an appropriate grammatical equivalent.

TABLE 3

Means and Standard Deviations of Test Scores by Grade and Sex (Kindergarten and Grade 1)

	Repetition Test (BNSE)			Repetition Test (BSE)		
Sex	N	Mean Score	S.D.	N	Mean Score	S.D.
Female	23	14.44	2.35	23	13.61	3.01
Male	20	14.05	2.44	20	12.15	3.68
Grade						
K	20	13.90	2.94	20	12.60	3.44
1	23	14.57	1.75	23	13.22	3.37

	Difference Score (BNSE minus BSE)			Discrimination Test		
Sex	N	Mean Score	S.D.	N	Mean Score	S.D.
Female	23	0.83	4.15	7	17.85	1.46
Male	20	1.90	4.54	4	19.00	1.83
Grade						
K	20	1.30	4.73	--	--	--
1	23	1.35	4.04	11	18.27	1.62

kindergarten and first-grade levels as well as the means and standard deviations of the difference scores on the Repetition Test (obtained by subtracting the BSE scores from NSE scores).

The Discrimination Test was administered successfully only to 11 subjects (all in grade 1), and no conclusions beyond the previously advanced doubt about the applicability of the test below the second-grade level seem justified. The Repetition Test scores show a slight progress from kindergarten to first grade, a slight superiority of females over males, and a slight dominance of BNSE over BSE. None of these trends, however, reaches any level of significance for these grades.

Third and sixth-grade experiment. Table 4 shows the main results of the Production and Discrimination Tests. On the Discrimination Test both sex and grade were significant sources of variance (see Table 5): males did better than females (a somewhat surprising result that invites speculations but is not easily explained) and sixth graders outperformed third graders. Thus, the results of the administration of the Discrimination Test confirm those obtained in a previous study (Politzer & Hoover, 1972), namely that there is a gradual developmental improvement in the ability to differentiate BNSE and BSE.

The results of the Production Test show significant improvement in BSE from grade 3 to grade 6 for the first scoring method. If the second scoring method (which takes into account the appropriateness of the total response) is employed, three noteworthy results emerge (Tables 4 and 5): (1) $BNSE^2$ scores are lower in grade 6 than in grade 3; (2) BSE^2 scores are higher in grade 6 than in grade 3; and (3) difference scores ($BNSE^2$ minus BSE^2) show that subjects lean toward BSE but the imbalance in the direction of BSE is significantly greater in grade 6 than in grade 3.

As for the treatment effect of explicit vs. implicit directions in the Production Test (Table 6), no effect whatsoever is shown in the BSE test. For the BNSE test the explicit directions do seem to result in somewhat better performance. However, the difference between the mean BNSE scores produced by the two types of directions falls short of a .05 level of significance; it is significant at the .10 level.

TABLE 4

Means and Standard Deviations of Test Scores
by Grade and Sex (grades 3 and 6)

	Production Test (BNSE[1])			Production Test (BSE[1])			Difference Score		
Sex	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Female	23	8.13	2.80	22	13.50	3.43	22	-5.46	5.04
Male	25	9.00	3.19	23	13.09	2.50	23	-3.83	4.69
Grade									
3	24	9.13	2.91	23	12.39	3.03	23	-3.30	4.79
6	24	8.04	3.07	22	14.23	2.65	22	-6.00	4.68

	Production Test (BNSE[2])			Production Test (BSE[2])			Difference Score		
Sex	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Female	23	10.00	2.86	22	13.77	3.45	22	-3.86	5.23
Male	25	11.12	3.18	23	13.26	3.25	23	-1.87	5.50
Grade									
3	24	11.50	2.40	23	12.52	3.32	23	-1.04	4.82
6	24	9.67	3.40	22	14.55	3.07	22	-4.73	5.44

	Discrimination Test		
Sex	N	Mean	S.D.
Female	19	20.00	6.68
Male	21	23.76	4.71
Grade			
3	22	19.27	5.04
6	18	25.28	5.40

TABLE 5

Analysis of Variance Table for Significant Sources of Variance on Discrimination and Production Tests (grades 3 and 6)

Source		Sum of Squares	df	Mean Square	F
			Discrimination Test		
Sex	Between groups	141.17	1	141.17	4.31*
	Within groups	1245.82	38	32.78	
	Total	1386.98	39		
Grade	Between groups	357.00	1	357.00	13.17**
	Within groups	1029.98	38	27.10	
	Total	1386.98	39		
			Production Test (BSE^1)		
Grade	Between groups	37.90	1	37.90	4.67*
	Within groups	349.35	43	8.12	
	Total	387.25	44		
			Production Test ($BNSE^2$)		
Grade	Between groups	40.33	1	40.33	4.67*
	Within groups	397.33	46	8.64	
	Total	437.67	47		
			Production Test (BSE^2)		
Grade	Between groups	46.05	1	46.05	4.51*
	Within groups	439.20	43	10.21	
	Total	485.25	44		
			Production Test: Difference Scores[2] ($BNSE^2$ minus BSE^2)		
Grade	Between groups	152.59	1	152.59	5.80*
	Within groups	1131.32	43	26.31	
	Total	1283.91	44		

*p < .05
**p < .01

TABLE 6

Treatment Effects of Explicit vs. Implicit
Test Directions on Production Test

Test Directions	N	Mean Score	S.D.
BNSE[2]			
Implicit	21	9.62	3.79
Explicit	26	11.39	2.14
BSE[2]			
Implicit	19	13.37	3.11
Explicit	25	13.60	3.59

Correlation of BS/NSE Tests
with Standardized Tests

To try to establish the relation of proficiency in Black standard and nonstandard English to performance on standardized reading and language tests, we correlated the results on our test battery with scores provided by the school on the three tests described below.

(1) For kindergarten and grade 1, the Tests of Basic Experiences (TOBE: Level L, Form I), a battery of four tests plus a composite test that, as the test title indicates, assesses the pupil's experiences and conceptual background. The TOBE involves no reading on the student's part; the examiner gives verbal directions, and the pupil marks one out of four pictures in his test booklet. The TOBE for kindergarten and grade 1 is administered in small groups of 6 to 10. The tests had been administered by the school. We used only the raw Language scores derived from the fall 1973 administration for kindergartners and the spring 1973 administration for first graders.

(2) For grade 3, the Cooperative Primary Tests (COOP: Level 23, Form B), which diagnose pupils' verbal and quantitative skills and concepts basic to future development in certain content areas. We used only the COOP Reading raw scores derived from the fall 1973 administration.

(3) For grade 6, the Comprehensive Tests of Basic Skills (CTBS: Level 2, Form Q), which measure basic skills designed for and standardized on a wide variety of students. Four tests comprise this battery, but for this study, only the total Reading raw scores and total Language raw scores derived from the fall 1973 administration were used in the correlations. The total Reading raw score combines the vocabulary (student identifies synonyms) and comprehension (student reads and answers questions about his reading) raw scores; and the total Language raw score combines the mechanics (punctuation and capitalization), expression (sentence completion and recognition of errors in usage), and spelling (recognition of incorrectly spelled words) raw scores.

No significant correlations with TOBE Language scores are shown for kindergarten and grade 1 (see Table 7). For grade 3, COOP Reading scores correlate negatively with the BNSE Production scores and also negatively with imbalance (indicated by difference scores) in favor of BNSE. A similar picture emerges also for grade 6, except that not only negative correlations of CTBS Reading scores with BNSE and difference scores but also positive correlations of CTBS Reading scores with BSE reach significant levels ($p < .05$). For the CTBS Language test, the general pattern of correlations with Production and Discrimination Test scores is the same as for the CTBS Reading test, but only the positive correlation of CTBS Language with BSE[1] Production reaches the .05 level of significance. At any rate, the overall picture is one of a negative relation of both BNSE proficiency, as measured by the Production Test, and imbalance in favor of BNSE to achievement as measured on standard English-language proficiency tests. This overall picture coincides with previous findings (Politzer, Hoover, & Brown, 1973; Politzer & Brown, 1973) insofar as the relation of imbalance as measured in favor of BNSE to reading scores is concerned. Unlike this investigation, however, previous studies (especially Politzer & Brown, 1973) had not shown significant negative

TABLE 7

Correlation of Test Scores with Scores
on Standard English Reading
and Language Tests

A. Kindergarten and Grade 1

Standard Test	Repetition BNSE	Repetition BSE	Difference	Discrimination
TOBE Language				
K	.40 (N=5)	-.37 (N=5)	.44 (N=5)	
Grade 1	-.31 (N=16)	.19 (N=16)	-.31 (N=10)	-.29 (N=6)

B. Grades 3 and 6

	Production				Difference		Discrimination
	BNSE[1]	BNSE[2]	BSE[1]	BSE[2]	Score[1]	Score[2]	
COOP Reading Grade 3	-.52* (N=12)	-.72** (N=12)	.38 (N=12)	.45 (N=12)	-.59* (N=12)	-.69** (N=12)	.33 (N=12)
CTBS Language Grade 6	-.15 (N=21)	-.16 (N=21)	.49* (N=19)	.32 (N=19)	-.38 (N=19)	-.30 (N=19)	.21 (N=16)
CTBS Reading Grade 6	-.39* (N=21)	-.42* (N=21)	.49* (N=19)	.39* (N=19)	-.51* (N=19)	-.50* (N=19)	.29 (N=16)

*$p < .05$
**$p < .01$

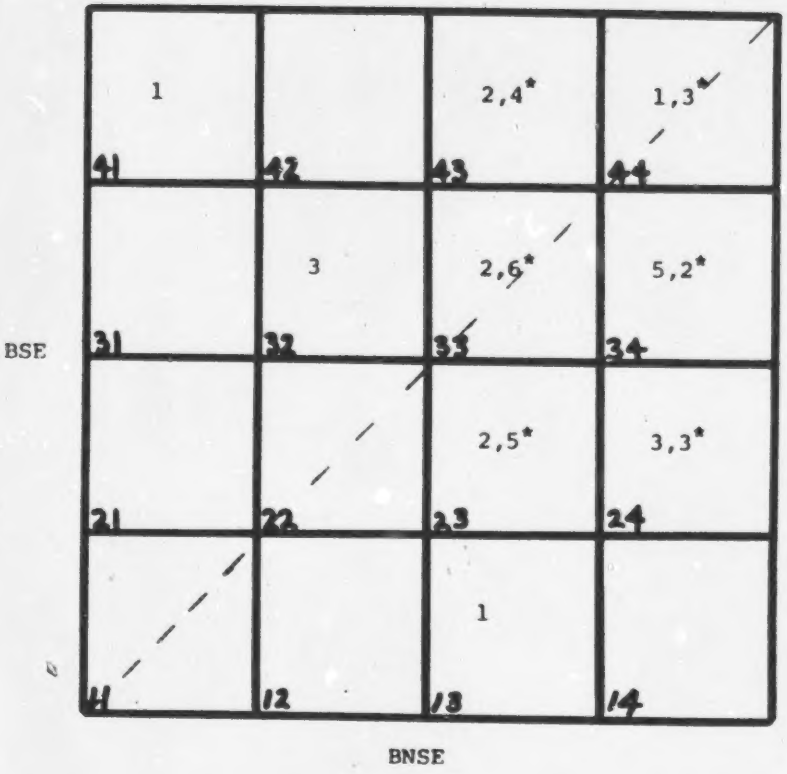
correlations between reading scores and BNSE proficiency.

Describing Bidialectal Proficiency

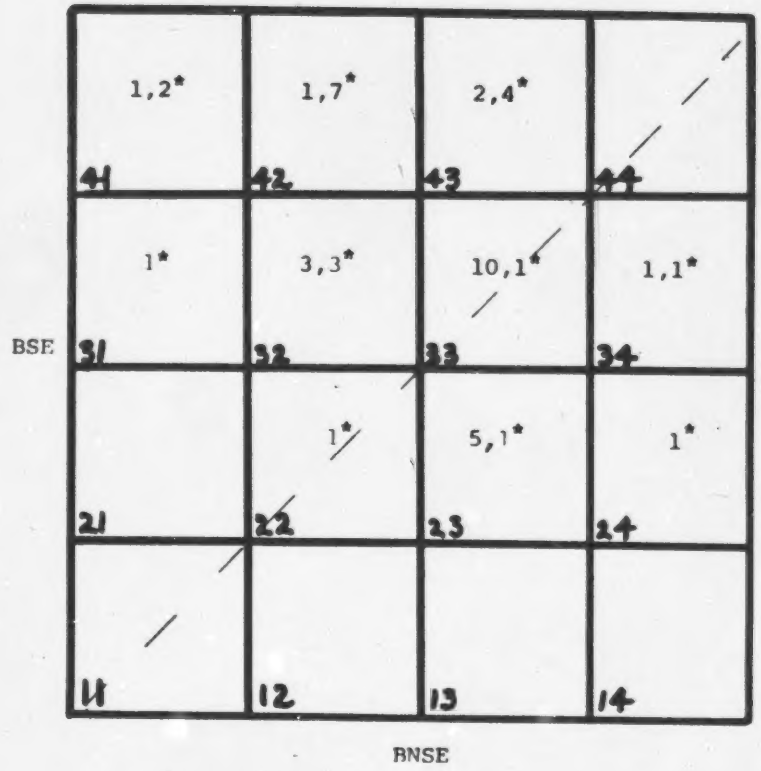
The measurement of bidialectal proficiency in terms of a difference score has the disadvantage of taking into consideration only the difference between BNSE and BSE proficiency without reflecting an indication of the level of proficiency at which the difference occurs. Total scores of 10 and 9 and of 18 and 17 yield the same difference score, namely 1; but surely these pairs of scores do not indicate the same overall performance.

In order to consider level as well as difference in expressing bidialectal proficiency, a two-dimensional description is needed. Such a description was recently supplied for an expression of Spanish-English bilingual balance (Zirkel, 1974). Figure 1 shows how this method can be applied to the description of bidialectal proficiency. Student scores on BNSE and BSE versions of a test are put into four categories (the range of possible scores is divided into categories 1, 2, 3, 4, from lowest to highest scores); scores on the two versions are categorized separately. The possible combinations of four BNSE and four BSE categories lead to sixteen categories (see boxes in Fig. 1). In each of the categories the first digit of the two-digit boldface number expresses the BSE level of performance, and the second digit, the BNSE performance. The numbers 11, 22, 33, and 44 along the diagonal of the graph express equal, or "perfect," balance (i.e., indicate equal levels of proficiency in both versions of the tests), but this "perfect" balance exists at different levels, that is, category 44 shows balance at a higher level of proficiency than category 11. Number 14 indicates low performance in BSE and high performance in BNSE; number 41 indicates the opposite. The distribution of scores over the sixteen possible categories as shown in Figure 1 gives a good overall view of the balance configuration characterizing a group of pupils. The figure can also be used to locate individual pupil scores with reference to balance and level of performance and in relation to the total group.

It should be pointed out that there is a problem in interpreting the performance of students who perform low on both the BNSE and the BSE



Bidialectal balance of kindergarten and first-grade (*) subjects on the Repetition Test (N=43).



Bidialectal balance of third-grade and sixth-grade (*) subjects on the Production Test, second scoring method (N=45).

Fig. 1. Bidialectal proficiency balance profile.

versions of the test (e.g., students within categories 11 or 12). Since it does not seem reasonable to assume that a student could not perform in either speech variety, the possibility is that a low score in both varieties may indicate that the test scores (and perhaps other school test scores as well) are depressed by factors totally unrelated to a student's abilities (e.g., general disinterest in test-taking, being "turned off" by school, etc.).

Conclusions

The administration of the revised instruments showed that level of proficiency in Black nonstandard English and Black standard English and balance between the two speech varieties can be measured and described quite reliably on repetition and production tasks. The measurement of the ability to discriminate between BNSE and BSE seems a difficult task below second grade and may be impossible at the kindergarten level--at least with the instruments devised so far--probably for the simple reason that the concepts that are basic to the Discrimination task (i.e., "school talk" vs. "playground talk") cannot be successfully communicated to children of that age.

The ability to discriminate between BNSE and BSE, and with it the dominance of BSE over BNSE, evidently increases with age and/or exposure to the school. This shift from BNSE to BSE has been observed by other researchers. W. R. Stewart (1973) has suggested that Black children shift from "Basilect" (i.e., nonstandard English) to "Acrolect" (more standard-type English) when they shift from a "small boy" to a "big boy" peer structure and that this shift is largely independent of school or formal education. The independence of this shift from school would, of course, be difficult to demonstrate. Whether the trends observed in this study do in fact represent a genuine shift away from BNSE or simply an increased awareness of the school's insistence that standard English be used in a school environment is also difficult to assess.

The negative relationships between (a) BNSE performance and BNSE dominance and (b) reading and language performance as measured by

standardized tests are not surprising, but neither are they easy to explain. At the simplest level, it seems reasonable to expect that children who are dominant in BNSE would face a sort of disadvantage in any test which uses standard English. However, whether the negative correlation between BNSE dominance and standardized reading scores shows any direct causal relation is a complex and debatable question (Laffey & Shuy, 1973). A causal connection, once demonstrated, would almost inevitably lead to the conclusion that the teaching of reading to BNSE-dominant children should either rely on a transitional BNSE reader phase (e.g., Stewart, 1969) or should be preceded or at least accompanied by drill in BSE speech production.

A correlation, however, is far from being a causal relation. BNSE proficiency and dominance in a school environment can be associated with a host of factors and may form just a small part of a syndrome associated with lower reading performance on standardized tests. That is, BNSE dominance may be the most obvious outward sign which, while not indicative of a total cultural dichotomy, certainly distinguishes in some ways the culture of the home from that of the school and the learning styles of pupils from those expected by the school system. While the BNSE-dominant child's phonology and grammar may by themselves not present any reading problem, his phonology and grammar are certainly different from the in-school speech style of his teacher. This in turn can lead to misunderstandings between teacher and pupil in the process of teaching reading, for example. It can also give rise to the formation of negative attitudes and low expectations on the part of the teacher (Seligman, Tucker, & Lambert, 1972), which in turn may become the source of a self-fulfilling prophecy.

The relation of BNSE to proficiency in Reading should also be explored from the point of view of measures which, like the one suggested above, take into consideration not only the difference between performance in BNSE and BSE but also the level at which the difference occurs--e.g., How does high performance in BNSE relate to reading scores if it is accompanied by high performance in BSE? Administration of the tests developed here to larger groups of students would be needed to provide the answer.

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APPENDIX A

Black Standard/Nonstandard English Discrimination Test

Pair No.	Item No.	
1.	1.	I spent about ten dollars. (S)
	2.	I spent around about ten dollars. (NS)
2.	3.	Too bad we can't have nothing. (NS)
	4.	Too bad we can't have anything. (S)
3.	5.	John might could do it. (NS)
	6.	John might do it. (S)
4.	7.	He walks fast and talks a lot. (S)
	8.	He walk fast and talk a lot. (NS)
5.	9.	Don't this suppose to be in the box? (NS)
	10.	Isn't this supposed to be in the box? (S)
6.	11.	My uncle Jack works all the time. (S)
	12.	My uncle Jack he be working all the time. (NS)
7.	13.	I dranked it all up before she came. (NS)
	14.	I drank it all up before she came. (S)
8.	15.	Bonnie's pencil is on the teacher's desk. (S)
	16.	Bonnie pencil on the teacher desk. (NS)
9.	17.	My brother he went to the store. (NS)
	18.	My brother went to the store. (S)
10.	19.	Why did he do that? (S)
	20.	Why he do that? (NS)
11.	21.	Some of the women liked it. (S)
	22.	Some of the womens liked it. (NS)
12.	23.	I'm going to go home. (S)
	24.	Ah mo go home. (NS)
13.	25.	Is this the door to the closet? (S)
	26.	Dis here the door to the closet? (NS)
14.	27.	Bobby ain't come yet. (NS)
	28.	Bobby hasn't come yet. (S)
15.	29.	He's been gone a long time. (S)
	30.	He been went to the store. (NS)
16.	31.	They teacher went to they house for dinner. (NS)
	32.	Their teacher went to their house for dinner. (S)
17.	33.	Are you going to make that call for me? (S)
	34.	You go make that call for me? (NS)

APPENDIX B

Black Standard/Nonstandard English Repetition Test

BNSE

1
This a story.

This story 'bout High John the Conqueror.

2
High John could be call a hero.

3
High John he could go to all the farms.

4
He could go where the Black people was.

This was because he was a preacher and a doctor.

5
Couldn't none of the other Black folk do that.

High John was really smart.

6 7
High John master wanted him to fight a slave. He wanted to see could he beat another Black man.

High John didn't really want to be fighting another slave.

8 9 10
So High John say to hisself: Master crazy.

11
Every week he be wanting somebody to fight.

12
Why he want me to do that?

13
So High John he use his head to get out of fighting.

He wait til the day of the fight.

Peoples was coming from miles around.

14
Many slave and white folk was there.

15
Everybody got seated in they place.

High John walked up to the master daughter and he say to hisself: I am

16
going to slap me a white lady today.

17
Then he slap her.

This take so much nerve that the other slave run away and refuse to fight.

18
Don't nobody want to fight nobody as bad as High John.

ANSWER SHEET (BNSE)

1. _____ Correct: This a story. (Copula deletion)
   _____ Incorrect
2. _____ Correct: Could be call. (Absence of past tense marker)
   _____ Incorrect
3. _____ Correct: High John he. (Noun/pronoun subject)
   _____ Incorrect
4. _____ Correct: Black people was. (Singular verb/plural subject)
   _____ Incorrect
5. _____ Correct: Couldn't none. (Double negative)
   _____ Incorrect
6. _____ Correct: High John master. (Absence of possessive marker)
   _____ Incorrect
7. _____ Correct: Could he beat. (Absence of indirect question formation)
   _____ Incorrect
8. _____ Correct: High John say. (Singular subject/plural verb)
   _____ Incorrect
9. _____ Correct: Hisself. (Analogical extension of regularization)
   _____ Incorrect
10. _____ Correct: Master crazy. (Absence of copula)
    _____ Incorrect
11. _____ Correct: He be wanting. ("Be" used as marker for habitual)
    _____ Incorrect
12. _____ Correct: Why he. (Verb deletion)
    _____ Incorrect
13. _____ Correct: He use. (Absence of past tense marker)
    _____ Incorrect
14. _____ Correct: Many slave. (Absence of noun plural marker)
    _____ Incorrect
15. _____ Correct: Seated in they place. (Use of personal pronound for possessive form)
    _____ Incorrect
16. _____ Correct: Slap me a. (Ethical dative)

____ Incorrect

17. ____ Correct: Then he slap her. (Absence of past tense marker)

____ Incorrect

18. ____ Correct: Don't nobody want to fight nobody. (Multiple negatives)

____ Incorrect

BSE

1
This is a story about John Henry.

You have probably heard this story in school.
2
John Henry could be called a hero.

He was a worker on the railroad.
3
John Henry was a leader.
4
So he was always where the other workers were.
5
None of the other workers knew as many people.
6 7
John Henry's boss wanted him to see if his hammer could beat a machine.

At first John Henry didn't want to do it.
8 9
John Henry says to himself:
10
The boss is crazy.
11
Every week he wants me to do something new.
12
Why does he want me to do this?
13
But he used his hammer anyway.

He practiced til the day of the race.

People were coming from miles around.
14
Many workers and other folks were there.
15
All of them got settle in their seats.

John Henry picked up his hammer. He said:
16
I bought myself a good hammer.
17
Then he started hammering. He beat the machine.
18
Nobody wanted to try to beat anybody as strong as John Henry.

ANSWER SHEET (BSE)

1. ____ Correct: This is a story. (Use of copula)
   ____ Incorrect
2. ____ Correct: Could be called. (Marked past tense)
   ____ Incorrect
3. ____ Correct: John Henry was. (Noun only subject)
   ____ Incorrect
4. ____ Correct: Other workers were. (Subject/verb agreement)
   ____ Incorrect
5. ____ Correct: None of the other workers. (Single negative)
   ____ Incorrect
6. ____ Correct: John Henry's boss. (Marked possessive)
   ____ Incorrect
7. ____ Correct: See if his hammer could beat. (Indirect question formation)
   ____ Incorrect
8. ____ Correct: John Henry says (said). (Subject/verb agreement)
   ____ Incorrect
9. ____ Correct: Himself. (Use of reflexive pronoun)
   ____ Incorrect
10. ____ Correct: The boss is crazy. (Use of copula)
    ____ Incorrect
11. ____ Correct: He wants. (Subject/verb agreement)
    ____ Incorrect
12. ____ Correct: Why does he. (Do support)
    ____ Incorrect
13. ____ Correct: He used. (Marked past tense)
    ____ Incorrect
14. ____ Correct: Many workers. (Marked plural)
    ____ Incorrect
15. ____ Correct: Got settled in their seats. (Use of possessive pronoun)
    ____ Incorrect
16. ____ Correct: I bought myself a good hammer. (Use of reflexive as direct object)
    ____ Incorrect

17. ____ Correct: Then he started hammering. (Marked past tense)
____ Incorrect

18. ____ Correct: Nobody wanted to try to beat anybody. (Single negative)
____ Incorrect

APPENDIX C

Black Standard/Nonstandard English Production Test

BNSE

Introduction. I'm gonna be showing you some pictures. Some about people and some about animals and other things. After I show you a picture, I'm a ask you a question about it. Ain't no right or wrong answers to these questions and what you say to me here won't have nothing to do with your grade or teacher's report in the regular classroom.

1. Here go the first picture. There some poeple and a animal in it. The picture show them doing something. Tell me about the boy. Tell me about the girl. Tell me about the dog.
2. Now in this picture we see two bugs the same size but they ain't the same all over. What's the difference between the two bugs?
3. A lotta people live in the first house you see. Mama and Daddy live there and Big Sister and Big Brother and Little Sister and Little Brother. Grandpa and Grandma live there, too. Down the street it's another house what's all boarded up. A lotta people useta live in the house, but what about now?
4. Most boys and girls like to play with toys. I mean big kids and little kids, too. But sometime it ain't enough toys to go around and somebody be feeling bad. What the big boy, the big girl, and the little girl got to play with?
5. We see men like this one a lot on TV in the summertime when there ain't no school, and you see him when you go to a real live game. He call a baseball player. What he do?
6. A park down the street from where I live. Everybody play there a lot. This here picture show you what the big boys do every day after school They always got a ball. Now tell me what happen every day.
7. This picture make me think of the park, too, cause sometime the boys take the girl rope and play tug-a-war. But look what happen today. How come the girls win the game of tug-a-war?

8. Mama go downtown today and went shopping for the kids. Little Brother got the most, and me and Big Brother got the same amount. The first picture show you what Mama got for me. What I get? The next picture show you what Mama got for Little Brother. What he get? The last picture show you what Mama got for Big Brother. What he get?
9. This man and boy just walking down the street when all a sudden a big wind come along. Look at the man and the boy. How you can tell the wind is blowing?
10. One day I come home and I just know something wrong. First I see this car sitting in front of my house. Then I look up the steps and guess who standing at the door?
11. I got a friend useta be so skinny we call him Slim Jim. So I told him to eat a whole lot more. Then he start stuffing hisself. Now look at Slim Jim; he cain't even get in the door. How come?

Now we over half way thru the pictures and should be finish in a little while.

12. Grandmother don't like for nobody to waste no food. Last nite Baby Brother finish everything 'cept for a big glass a milk next to his plate. Grandmother didn't say nothing; she just roll her eyes at Baby Brother til he got the message. Then what Baby Brother do with that glass a milk?
13. These two brothers almost ready to leave for school 'cept for one thing. What they doing now?
14. Now we got three ropes the girls be jumping with. The ropes look the same. But something about one of them that's different. What make it different?
15. I look out my window this morning and see who down below. I see one boy bouncing a ball and two boys playing catch. Who else I see?
16. Here goes three people who do different things. Tell me what kinda job the man in the first picture have. Tell me what kinda job the lady in the second picture have. Tell me what kinda job the man in the third picture have.

17. Little kids always doing something. They don't always know no better and sometime they get hurt. Why the little boy in the picture crying?
18. This little boy almost dressed to go outside but something missing and he cain't find it. So he go to his mama and ask her about it. What question do he ask his mama?
19. Here go another family. Baby Sister inside sleeping. What everybody else doing?
20. Baby Brother useta just crawl around on his hands and knees. Today he stand up all by hisself. Now look at the last picture and tell me what you think happen tomorrow.

ANSWER SHEET (BNSE)

1. a. KEY RESPONSE: He running.
   STUDENT RESPONSE: _____

   b. KEY RESPONSE: She jumping.
   STUDENT RESPONSE: _____

   c. KEY RESPONSE: He digging.
   STUDENT RESPONSE: _____

2. KEY RESPONSES:
   i) This one got two spots and that one three.
   ii) It ('s) two spots on this one and it('s) one on that one.
   STUDENT RESPONSE: _____

3. KEY RESPONSES:
   i) Don't nobody live in it now.
   ii) Nobody don't live in it now.
   STUDENT RESPONSE: _____

4. KEY RESPONSES:
   i) The boy got a ball, the big girl got a doll, and the little girl ain't got nothing.
   ii) The boy playing with a ball, the girl playing with a doll, and the little girl crying.
   STUDENT RESPONSE: _____

5. KEY RESPONSES:

i) He play ball.

ii) He trying to hit the ball.

STUDENT RESPONSE: _____

6. KEY RESPONSES:

i) They be playing ball.

ii) They playing ball.

STUDENT RESPONSE: _____

7. KEY RESPONSES:

i) It more girls than boys.

ii) They got more people.

STUDENT RESPONSE: _____

8. a. KEY RESPONSE: Two dress.

STUDENT RESPONSE: _____

b. KEY RESPONSE: Three shirt.

STUDENT RESPONSE: _____

c. KEY RESPONSE: Two coat.

STUDENT RESPONSE: _____

9. KEY RESPONSE: It blow the man coat and it blow the boy hat off.

STUDENT RESPONSE: _____

10. KEY RESPONSE: Two police.

STUDENT RESPONSE: _____

11. KEY RESPONSES:
    i) He too fat.
    ii) He eat too much.
    STUDENT RESPONSE: _____

12. KEY RESPONSE: He drunk it.
    STUDENT RESPONSE: _____

13. KEY RESPONSE: They brushing they teeth.
    STUDENT RESPONSE: _____

14. KEY RESPONSE: It more longer (more long) than the others.
    STUDENT RESPONSE: _____

15. KEY RESPONSE: Two mens carrying a TV and two womens sweeping the sidewalk.
    STUDENT RESPONSE: _____

16. a. KEY RESPONSE: He a doctor.
    STUDENT RESPONSE: _____

    b. KEY RESPONSE: She a nurse.
    STUDENT RESPONSE: _____

    c. KEY RESPONSE: He a fireman.
    STUDENT RESPONSE: _____

17. KEY RESPONSES:
    i) He burn his hand.
    ii) He stick his hand on the iron.
    STUDENT RESPONSE: _____

18. KEY RESPONSE: Where my shoe?
    STUDENT RESPONSE: _____

19. KEY RESPONSE: The man he washing his car, the lady she sweeping the sidewalk, the girl she swinging.

STUDENT RESPONSE: _____

20. KEY RESPONSES:

i) He gonna walk. (He a walk.)

ii) He start walking.

STUDENT RESPONSE: _____

BSE

Introduction. I'm going to be showing you some pictures. Some are about people and some are about animals and other things. After I show you a picture, I will ask you a question about it. There are no right or wrong answers to these questions and what you say to me here won't have anything to do with your grade or teacher's report in the regular classroom.

1. Here is the first picture. There are some people and an animal in it. The picture shows them doing something. Tell me about the boy. Tell me about the girl. Tell me about the dog.
2. Now in this picture we have two flags which are the same size but they are not completely the same. What is the difference between the two flags?
3. Many people live in the first house you see. Mama and Daddy live there with their three children. Uncle Rufus and Aunt Mae and Cousin Jimmy live there, too. Down the street is another house that's all boarded up. Many people used to live in the house but what about now?
4. Most boys and girls like to play with toys. I mean big kids and little kids. too. But sometimes there are not enough toys to go around and somebody feels bad. What do the big boy, the big girl, and the little girl have to play with?
5. We see men like this one quite often on television, and you also see him when you go to a real live game. He is called a basketball player. What does he do?
6. There's a park down the street from where I live. Everyone plays there a lot. This picture shows you what the big girls do everyday after school. They always have a rope. Now tell me what happens everyday after school.
7. This picture makes me think of the park, too, because sometimes the boys and girls play lift-me-up. Look at the picture. Why did the girls win the game of lift-me-up?

8. Mama drove to the fruit market today and bought something for all of us. She bought more for me than for anybody else. The first picture shows you what Mama bought for me. What did I get? The next picture shows you what Mama bought for big brother. What did he get? The last picture shows you that little brother got the least of all. What did he get?
9. This lady and little girl were just walking down the street when suddenly a strong wind came along. Look at the lady and the little girl. How can you tell that the wind is blowing?
10. One day I came home and I just knew something was wrong. First, I saw this car sitting in front of my house. Then I looked up the steps and guess who was standing at the door?
11. I have a friend who used to be so skinny that we called her Skinny Minny. So I told her to eat a whole lot more. Then she started stuffing herself. Now look at Skinny Minny; she can hardly sit at her desk. Why?

Now we are over half way through the pictures and should be finished in a short while.

12. Mother doesn't like any of the children to waste food. Yesterday Baby Sister finished everything except a big glass of orange juice next to her plate. Mother didn't say anything; she just rolled her eyes at Baby Sister until she got the message. Then what did Baby Sister do with that glass of orange juice?
13. These two sisters are just about ready to leave for school except for one thing. What are they doing now?
14. Now you see three black pencils that I bought last week at Mr. Jones' store. The pencils look the same. But there <u>is</u> something about one of them that's different. What's the difference?
15. I looked out my window this morning and saw who was down below. I saw one girl holding a doll and two girls jumping rope. Who else did I see?
16. Here are three people who do different things. Tell me the kind of job the man in the first picture has. Tell me the kind of job the

lady in the second picture has. Tell me the kind of job the man in the third picture has.

17. Little kids are always doing something. They don't always know any better and sometimes they get hurt. Why is the little boy in the picture crying?
18. This little girl wants to go outside and dig in the sand. She has her bucket but she can't find something else she needs. So she goes to her mother and asks her about it. What question does she ask her mother?
19. Here is another family. The baby is inside sleeping. What is everyone else doing?
20. Baby Sister used to say only three letters of the alphabet. Today she says a whole lot more. Now look at the last picture and tell me what you think happens tomorrow in school.

ANSWER SHEET (BSE)

1. a. KEY RESPONSE: He is painting the fence.
   STUDENT RESPONSE: _____

   b. KEY RESPONSE: She is sweeping the sidewalk.
   STUDENT RESPONSE: _____

   c. KEY RESPONSE: He is holding a bone.
   STUDENT RESPONSE: _____

2. KEY RESPONSES:
   i) This one has two stripes and that one has four.
   ii) There are two stripes on this one and four on the other.
   STUDENT RESPONSE: _____

3. KEY RESPONSES:
   i) Nobody lives in it now.
   STUDENT RESPONSE: _____

4. KEY RESPONSES:
   i) The boy has a truck, the big girl has a stove, and the little girl has nothing.
   ii) The boy is playing with a truck, the big girl is playing with a stove, and the little girl is crying.
   STUDENT RESPONSE: _____

5. KEY RESPONSES:
   i) He plays basketball.
   ii) He's trying to make a basket.
   STUDENT RESPONSE: _____

6. KEY RESPONSES:

i) They jump rope.

ii) They are jumping rope.

STUDENT RESPONSE: _____

7. KEY RESPONSES:

i) There are more girls than boys.

ii) They have more people.

STUDENT RESPONSE: _____

8. a. KEY RESPONSE: Five apples.

STUDENT RESPONSE: _____

b. KEY RESPONSE: Four oranges.

STUDENT RESPONSE: _____

c. KEY RESPONSE: Three bananas.

STUDENT RESPONSE: _____

9. KEY RESPONSE: It blew the lady's hat off and it is blowing the girl's coat (girl's scarf).

STUDENT RESPONSE: _____

10. KEY RESPONSE: Two policemen.

STUDENT RESPONSE: _____

11. KEY RESPONSES:

i) She's too fat.

ii) She ate too much.

STUDENT RESPONSE: _____

12. KEY RESPONSE: She drank it.
STUDENT RESPONSE: _____

13. KEY RESPONSE: They are combing their hair.
STUDENT RESPONSE: _____

14. KEY RESPONSE: One is shorter than the others.
STUDENT RESPONSE: _____

15. KEY RESPONSE: Two men carrying a stove and two women hanging clothes.
STUDENT RESPONSE: _____

16. a. KEY RESPONSE: He's a dentist.
STUDENT RESPONSE: _____

b. KEY RESPONSE: She's a teacher.
STUDENT RESPONSE: _____

c. KEY RESPONSE: He's a mailman.
STUDENT RESPONSE: _____

17. KEY RESPONSES:
i) He burned his hand.
ii) He stuck his hand on the stove.
STUDENT RESPONSE: _____

18. KEY RESPONSE: Where is my shovel?
STUDENT RESPONSE: _____

19. KEY RESPONSE: The man is cutting the grass, the woman is watering the flowers, and the boy is raking the lawn.
STUDENT RESPONSE: _____

20. KEY RESPONSES:

i) She's going to say all of them. (She will say all of them.)

ii) She starts saying all of them.

STUDENT RESPONSE: _____

APPENDIX D

Item Analyses

Table D-1. Item Difficulty and Reliability for Discrimination Test, Grades 3 and 6

Item No.	Percentage Correct	Biserial Correlation
1	28%	-0.54
2	55	-0.49
3	68	0.40
4	60	0.55
5	58	0.59
6	53	0.50
7	68	0.08
8	73	-0.09
9	55	0.58
10	55	0.66
11	48	0.56
12	68	0.35
13	73	0.11
14	55	0.26
15	83	0.27
16	90	0.62
17	60	0.45
18	55	0.59
19	63	0.25
20	78	0.33
21	55	0.42
22	58	0.46
23	80	0.39
24	83	0.42
25	65	0.62
26	68	0.54
27	65	0.79
28	68	0.63
29	65	0.49
30	73	0.39
31	78	0.54
32	75	0.80
33	55	0.66
34	73	0.56

Table D-2. Item Difficulty and Reliability for Repetition Test

Item No.	Percentage Correct		Biserial Correlation	
	BNSE	BSE	BNSE	BSE
1	83%	93%	0.05	0.48
2	73	63	0.57	0.51
3	65	100	0.01	0.00
4	100	83	0.00	-0.01
5	93	80	0.42	0.46
6	98	45	0.40	0.40
7	88	64	0.34	0.53
8	48	85	0.47	0.30
9	95	51	-0.45	0.36
10	100	100	0.00	0.00
11	55	49	0.23	0.48
12	100	59	0.00	0.75
13	53	72	0.50	0.25
14	60	85	0.04	0.59
15	88	54	-0.26	0.65
16	93	95	-0.44	0.71
17	90	72	0.17	0.52
18	90	51	0.41	0.44

Table D-3. Item Difficulty and Reliability for Production Test (second scoring method)

Item No.	Percentage Correct		Biserial Correlation	
	BNSE^2	BSE^2	BNSE^2	BSE^2
1	64%	56%	0.41	0.41
2	73	56	0.57	0.67
3	49	67	0.04	0.23
4	84	40	0.09	0.44
5	69	40	-0.16	0.16
6	11	91	0.36	-0.64
7	82	42	0.11	0.68
8	27	98	0.32	0.20
9	62	69	0.11	0.57
10	36	64	-0.03	0.08
11	49	62	0.00	0.27
12	87	33	0.26	0.42
13	64	78	0.29	0.60
14	27	82	0.16	0.40
15	58	64	0.20	0.84
16	53	80	0.52	0.50
17	22	93	0.07	-0.17
18	27	82	0.16	0.31
19	47	78	0.29	0.37
20	58	78	0.18	0.01

Table D-4. Percentage of Elicitation of Expected* Construction for Production Test

Item No.	BNSE	BSE
1	96%	96%
2	100	98
3	56	62
4	93	91
5	91	93
6	98	100
7	93	93
8	96	100
9	80	78
10	91	98
11	84	80
12	91	87
13	100	100
14	73	84
15	87	100
16	78	80
17	89	87
18	69	64
19	91	96
20	40	49

* Expected construction refers to whether the particular grammatical construction to be elicited by the item occurred in the pupil's response. Note that it does not refer to whether this construction was used appropriately (in either BNSE or BSE). For example, the response "This bug has two spots" for BNSE, item #2 (i) contains the expected grammatical construction (either "has" or "got" is expected). However, usage of the standard form of the expected construction is not appropriate for this, the nonstandard dialect, version of the Production Test. The student's response would be scored zero, according to scoring procedure one (which scores for the inclusion/omission of the specific grammatical response), and also scored zero according to scoring procedure two (which assesses the dialect-appropriateness of the complete response), since no nonstandard constructions are found anywhere in the response.